DOCUMENT RESUME

ED 109 129 SP 009 386

AUTHOR Dewell, John
TITLE Teacher Preparation Consortiums: The Theoretical Base.
PUB DATE 4 Aug 75
NOTE 5p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (August 4, 1975)

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS College Role; Colleges; Inservice Teacher Education; *Interagency Cooperation; *Interinstitutional Cooperation; Preservice Education; Public School Systems; School Role; *Teacher Education

ABSTRACT

For many years most colleges of education and the majority of school systems have held the belief that the preparation of teachers has been the responsibility of teachers colleges. However, we can no longer afford the belief that it is the sole prerogative of the university to prepare teachers. Both universities and schools must see each other as teacher educators. One approach to assuming this new role and responsibility for the education of teachers will be through the development of a consortium approach. Among the most significant aspects of the philosophical basis for a consortium approach are the following: (a) parity through shared decision making in regard to the development and implementation of teacher education programs; (b) total integration of campus and field experiences in teacher education; (c) integration of teacher education programs at the preservice and inservice level; and (d) jointly appointed leadership through a coordinator who serves as a catalyst between the partners in the consortium. (PB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED109129

TEACHER PREPARATION CONSORTIUMS: THE THEORETICAL BASE

Presenter: John Dewell
Director - Oklahoma Cooperative for Clinical Experiences in Teacher Education
Director - Staff Development, Tulsa Public Schools

August 4, 1975 ATE SUMMER WORKSHOP

For many years it has been generally believed that the preparation of teachers has been the responsibility of the teachers colleges. This belief has been held in common by most all colleges of education plus the majority of the public and private school systems in this country. The university has envisioned itself as a place of educational expertise, as a center of research and, above all, as an island of quiet reflection above and beyond the storms of the real world. Any attempts to alter this viewpoint has in general been a threat to higher education and all forces available have been mustered to see that the "status quo" is maintained.

On the other hand, the school systems have in regard to the preservice preparation of teachers done little more than provide spaces and supervising teachers with which the student of teaching can interact in a hopefully productive manner. Nor have the schools, for the most part, made any great strides in the continuing education of their employees through programs of staff development and inservice. This area of teacher education was also generally left to the university through workshops and graduate courses.

The time has come when we can no longer afford the idea that it is the sole prerogative of the university to prepare teachers, both from a preservice and inservice point of view. Also, the idea that the schools must simply accept, both the new teacher produced by the university or the remodeled teacher who takes graduate courses or attends a university sponsored workshop, will need to be evaluated. Both must expand their viewpoints and

SP009 366

see each other as teacher educators. Along with this new viewpoint will come an increased responsibility which they will need to share jointly if they are to be successful as teacher educators whose role starts possibly before the freshman year of college and is then continuous throughout the career of the student of teaching.

One approach to assuming this new role and responsibility for the education of teachers will be through the development of a consortium approach in which two or more agencies (i.e. school system, university, or even a non-educational agency) enter into a mutually acceptable arrangement for the preparation of teachers. These consortiums can be either a free consortium in which the partners willing enter into a relationship or a political/legislative consortium in which the partnership has been mandated or prescribed and in that sense is a forced consortium. Regardless of the type of consortium certain philosophical basis will be brought into play.

Among the most significant philosophical basis for a consortium approach are the following aspects:

1. Parity through shared decision making in regard to the development and implementation of teacher education programs.
2. Total integration of campus and field experiences in teacher education.
3. The integration of teacher education programs at the preservice level and at the staff development level of continuing education.
4. Jointly appointed leadership through a coordinator who serves as a catalyst between the partners in the consortium.

Parity will often be the most difficult aspect of a consortium to achieve in that there is always the tendency to see ourselves, either as individuals

or as organizations, as central and everything else as peripheral. Until parity can be achieved and all partners in a consortium are operating within mutually acceptable parameters, there is little chance of success for a consortium to exist.

To totally integrate the campus and field experiences related to teacher education will require that the tasks and sub-tasks related to teaching in the real world be analyzed and then systematically synthesized into a logical and comprehensive program of experiences. This program moving along a continium from the simple to the complex. It will then be through a sequencing of the theoretical model of the teaching act that on-campus classroom experiences can be reinforced through appropriate field-based experiences. If successfully done, theory and practice will be well on its way to becoming integral entity.

The ability to integrate the pre-service and the continuing education aspects of teacher education will to a large degree hinge on the success of the two previous factors. Those being parity and the total integration on campus and field-based experiences. Parity will need to be achieved in order that one half of the consortium complex will not attempt to control the total integration of pre-service and continuing education. They will need to see each of the members in the consortium as equal partners who have varying amounts of the total teacher education package to share with the others. The integration of teacher education from pre-service through the various levels of the continuing education spectrum will be directly related to our ability to integrate campus and field experiences. Failing to do that, I see little hope that the entire teacher education program can ever be integrated.

Finally, the theoretical model of a successful teacher preparation consortium must have leadership which can be viewed as neither town nor gown. In short, this individual must be jointly appointed by all members of the consortium and must serve the interests of all consortium members by serving as a catalyst between what will often be two very different points of view about what constitutes the nature of teacher education. It will be through this individual's interpersonal dynamics that parity will or will not exist and ultimately the consortium itself.